



W C Sullivan Middle

1825 Eden Terrace
Rock Hill, SC 29730

Grades	6-8 Middle School	
Enrollment	1,014 Students	
Principal	Michael Waiksnis	803-981-1450
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	Below Average
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

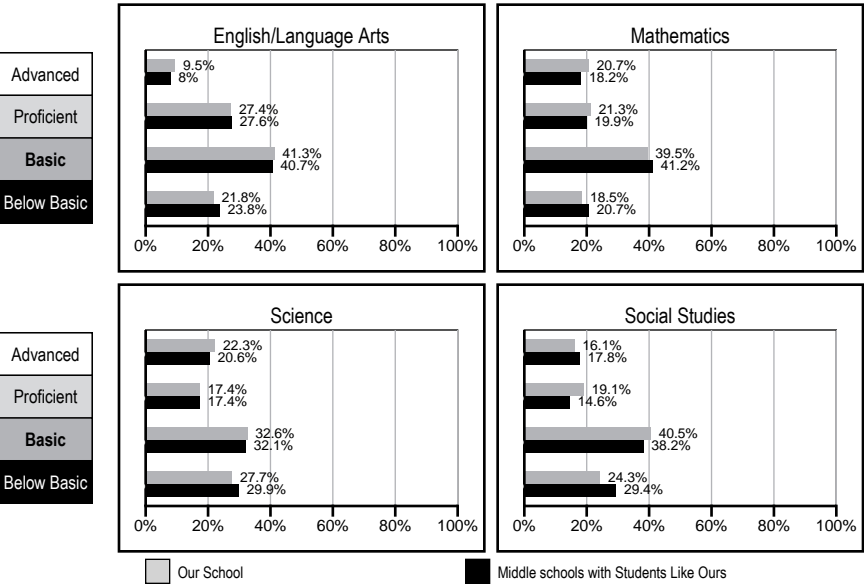
95.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	31	12	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.9
English 1	100.0	93.2
Physical Science	0	47.1
All Subjects	100.0	97.1

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,014)				
Students enrolled in high school credit courses (grades 7 & 8)	23.9%	Up from 20.4%	25.1%	19.4%
Retention rate	2.3%	Down from 3.1%	1.7%	1.8%
Attendance rate	96.2%	Up from 96.1%	96.0%	95.8%
Eligible for gifted and talented	16.0%	Up from 15.2%	19.7%	15.3%
With disabilities other than speech	14.1%	Up from 13.6%	11.8%	12.9%
Older than usual for grade	3.2%	Up from 1.6%	2.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 0.9%	0.8%	0.7%
Annual dropout rate	0.3%	No Change	0.0%	0.0%
Teachers (n=70)				
Teachers with advanced degrees	65.7%	Up from 60.0%	58.0%	55.0%
Continuing contract teachers	74.3%	Down from 77.1%	74.3%	70.6%
Teachers with emergency or provisional certificates	12.7%	Up from 5.0%	4.3%	5.4%
Teachers returning from previous year	88.4%	No Change	86.0%	83.4%
Teacher attendance rate	96.0%	Up from 95.9%	95.1%	94.9%
Average teacher salary	\$48,125	Up 3.8%	\$45,388	\$44,706
Professional development days/teacher	5.2 days	Down from 6.2 days	12.3 days	11.8 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	3.0
Student-teacher ratio in core subjects	20.6 to 1	Down from 23.4 to 1	22.4 to 1	20.1 to 1
Prime instructional time	91.4%	Up from 90.9%	89.8%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.5%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$6,112	Up 6.5%	\$6,634	\$7,097
Percent of expenditures for instruction*	67.4%	Down from 69.5%	64.6%	64.4%
Percent of expenditures for teacher salaries*	65.0%	Down from 66.9%	59.7%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

After a three-year process of study and application preparation, Sullivan Middle School has been authorized as an International Baccalaureate Middle Years Programme. The primary impact of IB MYP is to provide students with an international curriculum and perspective on their learning. The secondary impacts, albeit those of prime importance to educators and parents alike, are that this kind of inquiry-based learning provides a greater sense of purpose and creates heightened student interest in their education.

It is important to note that at Sullivan Middle School, all students are IB students. After studying the ideology behind IB MYP, the faculty and staff of SMS determined that it appropriately applies to all students of all capabilities, and will serve to enhance all aspects of the middle grades school program.

Dr. Robert R. Heath, Principal
Dr. Bill Revell, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	290	84
Percent satisfied with learning environment	96.8%	54.3%	66.7%
Percent satisfied with social and physical environment	93.5%	60.7%	67.5%
Percent satisfied with school-home relations	93.5%	74.5%	69.0%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 20 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.4%	0.0%	No
Student attendance rate	96.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	974	99.7	23.1	41.9	27.2	7.8	46.2	51.1	48.2	Yes	Yes
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Gender											
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Male	504	99.6	30.3	40.9	23.5	5.3	41.1	44.3	41.7	N/A	N/A
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Female	470	99.8	15.4	43.1	31.1	10.4	51.7	58.3	55	N/A	N/A
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Racial/Ethnic Group											
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White	537	99.8	13.4	39	35.8	11.8	61	63.9	60	Yes	Yes
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African American	309	99.7	37.3	46.7	14.3	1.7	23.7	31.8	31.7	No	Yes
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Asian/Pacific Islander	24	100	8.3	37.5	37.5	16.7	62.5	69	70.4	I/S	I/S
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Hispanic	96	99	37.9	43.7	16.1	2.3	29.9	40.9	38.4	No	Yes
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American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
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Disability Status											
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Disabled	140	99.3	65.1	27.8	6.3	0.8	11.9	17.9	16	Yes	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency											
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Limited English Proficient	70	98.6	47.6	41.3	7.9	3.2	22.2	35.3	36.9	No	Yes
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Socio-Economic Status											
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Subsided meals	403	99.3	39.5	43	15.7	1.9	25.1	33.6	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	974	99.6	19.8	42.4	19.5	18.2	51.3	51.1	45.8	Yes	Yes
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Gender											
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Male	504	99.4	21.4	38.6	18.3	21.7	51.6	50.3	45.6	N/A	N/A
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Female	470	99.8	18.1	46.5	20.9	14.5	51	52.1	45.9	N/A	N/A
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Racial/Ethnic Group											
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White	537	99.8	11.2	39.6	23	26.2	65.6	64.6	59	Yes	Yes
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African American	309	99.4	35	48.6	11.5	4.9	26.6	30	26.9	No	Yes
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Asian/Pacific Islander	24	100	4.2	29.2	29.2	37.5	75	72.2	71.3	I/S	I/S
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Hispanic	96	99	25.3	43.7	21.8	9.2	42.5	42.7	38.1	No	Yes
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American Indian/Alaskan	8	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
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Disability Status											
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Disabled	140	99.3	61.6	26.4	7.2	4.8	13.6	19	17.1	No	Yes
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Migrant Status											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency											
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Limited English Proficient	70	98.6	33.3	39.7	19	7.9	34.9	38.9	38.7	No	Yes
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Socio-Economic Status											
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Subsided meals	403	99	31.4	47.2	12.7	8.7	32	35	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	650	99.7	27.6	32.7	17.4	22.3	39.7	37.8	35.7	96.2	96.6
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Gender

Male	356	99.4	28.1	30.2	16	25.7	41.7	38.2	37.4	96	96.5
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Female	294	100	27	35.6	19.1	18.3	37.4	37.4	33.8	96.5	96.7
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Racial/Ethnic Group

White	356	99.7	14.3	31	21.1	33.6	54.8	51.3	49.2	96.4	96.6
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African American	207	100	49.7	34.2	11.4	4.7	16.1	17	17	95.9	96.6
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Asian/Pacific Islander	17	100	5.9	23.5	29.4	41.2	70.6	52.9	58	98.9	97.8
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Hispanic	65	98.5	37.3	40.7	13.6	8.5	22	26.2	24.9	95.9	96.4
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	95.2	94.8
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Disability Status

Disabled	96	99	71.3	17.2	3.4	8	11.5	16.1	14	95	95.6
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
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English Proficiency

Limited English Proficient	45	97.8	43.9	36.6	12.2	7.3	19.5	24.7	24.4	95.9	96.6
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Socio-Economic Status

Subsided meals	282	99.7	46.9	34.1	10.9	8.1	19	19.5	21.1	95.2	95.9
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Social Studies

All Students	659	99.7	24	40.6	19.2	16.1	35.3	38.8	34	96.2	96.6
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Gender

Male	337	99.4	24.6	35	19.6	20.8	40.4	40.3	36.6	96	96.5
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Female	322	100	23.4	46.5	18.8	11.2	30	37.3	31.3	96.5	96.7
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Racial/Ethnic Group

White	361	100	13.5	40.8	21.4	24.3	45.7	49.4	44.5	96.4	96.6
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African American	211	99.1	41.3	40.3	14.3	4.1	18.4	22.6	19.1	95.9	96.6
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Asian/Pacific Islander	18	100	5.6	33.3	33.3	27.8	61.1	52.9	58.9	98.9	97.8
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Hispanic	65	100	34.4	42.6	18	4.9	23	30.9	27.5	95.9	96.4
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American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	95.2	94.8
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Disability Status

Disabled	95	97.9	51.2	29.1	11.6	8.1	19.8	18	14.4	95	95.6
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
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English Proficiency

Limited English Proficient	48	100	41.3	43.5	10.9	4.3	15.2	25.3	27.3	95.9	96.6
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Socio-Economic Status

Subsided meals	268	99.6	39.4	40.2	13.5	6.8	20.3	24	21	95.2	95.9
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	352	99.4	27.9	38.9	25.4	7.8	33.2
	7	325	100	26.6	40.4	28.6	4.4	33
	8	374	99.2	23.6	40.2	29.2	7	36.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	323	99.7	22.1	39.6	28.6	9.7	38.3
	7	338	100	26.1	44	25.8	4.1	29.9
	8	313	99.4	20.9	42.2	27.2	9.8	36.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	352	99.4	21	34.5	28.2	16.3	44.5
	7	325	100	17.2	36.4	24.6	21.9	46.5
	8	374	99.2	28	43.7	14	14.3	28.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	323	100	19.2	33.4	21.4	26	47.4
	7	338	99.4	19.2	44.2	18.3	18.3	36.6
	8	313	99.4	21.3	50.2	18.8	9.8	28.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	173	100	32.7	22.4	16	28.8	44.9
	7	325	99.7	23.4	31.5	22.4	22.7	45.1
	8	186	99.5	26.8	40.5	12.5	20.2	32.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	159	99.4	35.1	22.5	10.6	31.8	42.4
	7	338	100	23.3	34.6	21.7	20.4	42.1
	8	153	99.4	29.3	39.3	15	16.4	31.4
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	178	98.9	21.3	40.2	23.2	15.2	38.4
	7	325	99.4	29.6	35	15	20.4	35.4
	8	188	97.9	28.5	58.7	10.5	2.3	12.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	164	99.4	12.2	39.7	24.4	23.7	48.1
	7	337	99.7	32.5	35.3	15.5	16.7	32.2
	8	158	100	18.4	53.1	21.8	6.8	28.6

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample